DOCUMENT RESUME

ED 085 517 CE 000 690

AUTHOR	Pendleton, John T.; Patton, C. Duane
TITLE	Driver License Examiner Supervisors; Basic Training Program. Trainee Study Guide.
INSTITUTION	Technical Education Research Center, Champaign, Ill.
SPONS AGENCY	National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO	DOT-HS-820-287
PUB DATE	Sep 73
NOTE	82p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; *Driver Education; *Examiners; Management Education; *Study Guides; Supervisors; *Supervisory Training; Traffic Safety

ABSTRACT

This is the third part of a four-part systematized training program intended for driver license examiner supervisors. The purpose of this study guide is to act as a program compendium to aid the trainee in successfully completing the program. The lesson material presented, apart from the introduction, is: orientation to license examiner supervision, coordinating standard operating procedures and policies, leadership skills, agency program development, and training program termination. (For related Course Guide, see CE 000 342. For related Instructor's Lesson Plans, see CE 000 341. For related Concepts and Recommendations, see CE 000 668.) (Author/DS)

FILMED FROM BEST AVAILABLE COPY

CE

ED 085517

basic training program
driver license examiner supervisors
trainee study guide

NOV 15 1973
Copy
DUPLICATE

U.S. Department of Transportation
National Highway Traffic Safety Administration

September 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 000690

DOT HS – 820 287

basic training program
driver license examiner supervisors

trainee study guide

U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

September 1973

FOREWORD

The pivotal component in our country's highway traffic safety programs is driver licensing, one of sixteen safety Standards under the Highway Safety Act of 1966 and an additional two issued in the second quarter of calendar year 1972. Driver licensing programs administered by individual states affect nearly every individual in our society. The position of the driver license examiner supervisor within the driver licensing system is a critical bridge between upper administrative level personnel and the driver license examiners.

Well-trained professionalized driver license examiner supervisors are necessary to fulfill the role of "middle management" in professionalizing the driver licensing system. As with any complex occupation with professional status, pre-entrance, in-service, and refresher training is mandatory. Driver license examiner supervisors of necessity should have the highest competence in the management of all technical aspects of the driver licensing system in a particular state. Formalized pre-service and in-service training are necessary to keep abreast of and upgrade competencies needed by supervisors to function as an integral part of the driver licensing system. This formalized training is the problem at which this course is aimed.

Under the provisions of the Highway Safety Act of 1966, the National Highway Traffic Safety Administration (then the National Highway Safety Bureau) promulgated "Highway Safety Program Standard No. 5 - Driver Licensing" (1967). The Standard was followed by the "Highway Safety Program Manual - Volume 5, Driver Licensing" (1969) which provided guidance to preferred highway safety practices. The Standard and Manual clearly indicated the need for adequately trained personnel to perform the driver license examining function if the aims

of driver licensing and the goals of the 1966 Act are to be attained. A Basic Training Program for Driver License Examiners (1971) partially meets this need. A standardized nucleus curriculum, Training Driver License Examiner Supervisors, will contribute to the efficiency of licensing procedures and to increased safety on our nation's highways.

This systematized program consists of the following basic materials: (1) the Course Guide which gives an overview of the total program, including instructor and resource requirements; (2) the Instructor's Lesson Plans which contains guidelines on program presentations and a complete set of lesson plans; (3) the Trainee Study Guide which is intended to act as a program compendium to aid the trainee in successfully completing the program; and (4) Concepts and Recommendations, a final report which documents the detailed development of the program, discussing problems which were encountered and making recommendations concerning driver license examiner supervisor training.

The problem of supervising driver license examiners in the field and managing driver licensing programs will become more complex in the future. It is hoped that with the development of more structured educationally designed training programs within the states, more efficient operation of driver licensing systems will evolve as a result of more effective supervision. Furthermore, uniform supervisory training within a state's boundaries can contribute to a more effective driver licensing system.

INTRODUCTION

This training program is designed to help you become a better driver license examiner supervisor. As with any training program, the best way to approach it is with a positive attitude. A great deal of time, both yours and the agency's will have gone into this program by the time it is concluded.

One important way to insure that you start with a positive attitude is to gather some new study skills or perhaps "dust off" some of those used in the past. To help refresh your memory it is suggested that you turn to the back of this guide first. Part II, Section B, page 122 will provide some helpful suggestions and information to give you the start you need. This section will provide you with some helpful information on study skills and evaluation. These should help you achieve your training objectives.

After reviewing the materials in Part II, skim over the study guide materials so you can ask general questions of your instructor before actual work begins.

As the name of this publication implies, it is only a guide. Your agency will provide you with readings, references, and other resources necessary to fulfill the requirements of the training program. It is expected that you will retain this guide along with the notes you have kept in it for reference after the program has concluded. However, if definite information about specific problems is needed it may be best to refer to the authoritative source noted in your studies, not just your notes.

EXECUTIVE ORGANIZATION

The Training Program was prepared by the
Technical Education Research Center/Midwest
Champaign, Illinois

JOHN T. PENDLETON — Project Director

Project Advisor, Technical Education Research Center/Midwest, Champaign, Illinois

C. DUANE PATTON — Research Associate

Curriculum Specialist, Technical Education Research Center/Midwest, Champaign, Illinois

TIM L. WENTLING — Evaluation Specialist

Educational Consultant, Vocational and Technical Education, University of Illinois at Urbana/Champaign, Illinois

Under the Direction of the
U.S. Department of Transportation
National Highway Traffic Safety Administration

AARON ADAMS — Contract Technical Manager

National Highway Traffic Safety Administration
Manpower Development Division

All documents of this program were prepared by John T. Pendleton and C. Duane Patton.

ACKNOWLEDGEMENTS

The goals of this project would not have been attained, and a credible product developed, if it were not for the valuable contributions of many individuals and associations.

In particular, well-deserved recognition must go to the following persons for their participation in an advisory capacity. Their personal commitment to improving driver licensing supervision was constantly evident and their valuable suggestions and insights aided the success of this project considerably.

DWIGHT BEAVERSON - Training Officer, Division of Motor Vehicles, Madison, Wisconsin

J. RICHARD BURPEE - Supervisor, Driver License Examiners, Motor Vehicle Division, Augusta, Maine

JOHN FLORENCE - Administrator, Vehicle Services, Department of Motor Vehicles, Richmond, Virginia

JOE D. MONTGOMERY - Assistant Division Manager, Office of the Secretary of State, Driver License Section, Springfield, Illinois

CLYDE SIMMONS - Manager, Special Services, Department of Motor Vehicles, Sacramento, California

WILLIAM M. ROGGE - Educational Consultant, Valley View School District No. 96, Bolingbrook, Illinois

DONALD E. WILLIAMS - Work Simplification and Human Engineering Specialist, Reeves Rubber Company, San Clemente, California

A general thank you and note of appreciation must also go to all those persons and state agencies who gave of their valuable time to meet and correspond with the project personnel during the project. All helped improve the quality and functionability of the program.

A special thank you must be extended to several personnel in the California Department of Motor Vehicles. With the permission of Mr. Woodrow Wilson, Chief of the Division of Field Office Operations, several individuals were selected to participate in the field trial of the curriculum materials. In the work prior to the actual field trial, Mr. Dave Robertson helped coordinate activities.

Those instructors who presented the field trial program were:

Bruce Bussey
Jack Harris
Robert Talley

Persons who attended the field trial program were:

Ray Cline	Mac McLane
Robert Davis	Charles Magill
Howard Fisher	Don Morford
Al Freeman	Rawlin Mull
Margery Gillespie	Edward Sadler
Jack Leonard	Vincent Saxton
Joseph McCarthy	Malcolm Smith
	Robert Walker

We would be remiss if we did not give personal thanks to Dona Tiryakioglu, Kathleen Kunz, and Paula Payne for the long and irregular hours of hard work which they cheerfully performed. Their keen secretarial and editorial abilities are the principal factors which enabled the program to be cast in a literate and usable form.

TABLE OF CONTENTS

FOREWORD..... *i*

INTRODUCTION..... *iii*

EXECUTIVE ORGANIZATION..... *v*

ACKNOWLEDGEMENTS..... *vi*

PART I - LESSON STUDY MATERIALS..... 1

TRAINING PROGRAM COURSE OUTLINE..... 2

UNIT 1. ORIENTATION..... 6

1.1 Orientation to Driver License Examiner Supervision..... 6
1.2 Driver License Agency Services..... 12
1.3 Driver License Agency Standard Operating Procedures..... 18
1.4 Basic Staff Positions and Responsibilities..... 24

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES.. 30

2.1 Licensing..... 30
2.2 Equipment, Facilities, and Supplies..... 36
2.3 Personnel Regulations..... 42
2.4 Other Driver License Examiner Supervisor Responsibilities..... 48
2.5 The Professional Supervisor..... 56

UNIT 3. LEADERSHIP SKILLS..... 64

3.1 Communications..... 64
3.2 Human Relations..... 72
3.3 Decision Making..... 78
3.4 Motivation..... 84
3.4 Motivation (Continued)..... 92

UNIT 4. AGENCY PROGRAM DEVELOPMENT..... 98

4.1 Training Program Planning..... 98
4.2 Development and Revision of Driver License Examinations. 108

UNIT 5. TRAINING PROGRAM TERMINATION..... 114

5.1 Summary of Program..... 114
5.2 Course Finale..... 114

TABLE OF CONTENTS

PART II - GENERAL COURSE MATERIALS..... 119

Section A - EVALUATION..... 121

Section B - STUDY SYSTEM..... 123

Section C - REFERENCE MATERIALS..... 125

Section D - DEFINITION OF TERMS..... 129

Section E - JOB DESCRIPTION FOR A DRIVER LICENSE EXAMINER SUPERVISOR..... 133

Section F - DIRECTORY..... 135

Part I

LESSON STUDY MATERIALS

TRAINING PROGRAM COURSE OUTLINE

UNIT 1. ORIENTATION

LESSON 1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION

TOPICS

1.1.1 Welcoming Remarks
1.1.2 Purpose of the Course
1.1.3 Scope of the Course
1.1.4 Introduction of Other Teaching Personnel
1.1.5 Administrative Matters
1.1.6 The Purpose of Driver Licensing
1.1.7 The Objectives of the Course Lessons
1.1.8 How the Course is to be Conducted

LESSON 1.2 DRIVER LICENSE AGENCY SERVICES

TOPICS

1.2.1 Agency Licensing Services
1.2.2 Other Agency Services for the Public
1.2.3 Agency Services to Governmental Agencies
1.2.4 Agency Services Offered to Agency Personnel

LESSON 1.3 DRIVER LICENSE AGENCY STANDARD OPERATING PROCEDURES

TOPICS

1.3.1 Rationale for Standard Operating Procedures
1.3.2 Location of Standard Operating Procedures
1.3.3 Control of Practices

LESSON 1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

TOPICS

1.4.1 Agency Organization
1.4.2 Supervisor Manpower Pool
1.4.3 Becoming a Supervisor
1.4.4 Expectations of Supervisors

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

LESSON 2.1 LICENSING

TOPICS

2.1.1 Issuing Licenses
2.1.2 Assigning Personnel
2.1.3 Assigning Equipment
2.1.4 Forecasting Work Loads
2.1.5 Special Licensing Problems
2.1.6 Handling Fraudulent Applicants

LESSON 2.2 EQUIPMENT, FACILITIES, AND SUPPLIES

TOPICS

- *2.2.1 Procuring and Maintaining Equipment and Facilities*
- *2.2.2 Procuring Supplies*
- *2.2.3 Forecasting Equipment, Facility, and Supply Needs*
- *2.2.4 Supervising Contractual Services*

LESSON 2.3 PERSONNEL REGULATIONS

TOPICS

- *2.3.1 Employee Benefits*
- *2.3.2 Conduct and Appearance*
- *2.3.3 Handling Fraudulent Employee Activities*
- *2.3.4 Reprimanding*

LESSON 2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

TOPICS

- *2.4.1 Service to Public and Private Organizations*
- *2.4.2 Service to Other Government Agencies*
- *2.4.3 Delegating Responsibility*
- *2.4.4 Fiscal Matters*
- *2.4.5 Record Keeping*
- *2.4.6 Safety and Welfare of Employees and Public*

LESSON 2.5 THE PROFESSIONAL SUPERVISOR

TOPICS

- *2.5.1 Developing a Leadership Style*
- *2.5.2 Self Appraisal*
- *2.5.3 Reviewing and Evaluating Personnel Performance*
- *2.5.4 Discriminating Use of Time*
- *2.5.5 Programming for Self-Development*
- *2.5.6 Understanding Current Events*
- *2.5.7 Maintaining One's Emotional Health*

UNIT 3. LEADERSHIP SKILLS

LESSON 3.1 COMMUNICATIONS

TOPICS

- *3.1.1 Interaction: The Goal of Interpersonal Communication*
- *3.1.2 Written Communications*
- *3.1.3 Verbal Communications*
- *3.1.4 Non-Verbal Communications (Body Language)*
- *3.1.5 Listening*

LESSON 3.2 HUMAN RELATIONS

TOPICS

3.2.1 Presenting a Positive Image
3.2.2 Handling People Problems
3.2.3 Using Pleasing Telephone Manners
3.2.4 Approving and Denying Requests

LESSON 3.3 DECISION MAKING

TOPICS

3.3.1 Defining the Problem
3.3.2 Analyzing the Problem
3.3.3 Gathering All the "Facts"
3.3.4 Soliciting Advice
3.3.5 Analyzing Facts, Information, and Advice
3.3.6 Deciding Upon Solutions
3.3.7 Taking the Proper Action
3.3.8 Follow-up to Solution

LESSON 3.4 MOTIVATION

TOPICS

3.4.1 A Look at Motivation
3.4.2 Developing Standards for a Task
3.4.3 An Example of Participative Leadership
3.4.4 Gathering the Observations from the Assigned Task
3.4.5 Principles of Motivation
3.4.6 The Motivation Climate
3.4.7 Supervisory Styles
3.4.8 Motivation of the Individual
3.4.9 Motivation of the Group

UNIT 4. AGENCY PROGRAM DEVELOPMENT

LESSON 4.1 TRAINING PROGRAM PLANNING

TOPICS

4.1.1 Various Kinds of Training
4.1.2 Analyzing Needs and Selecting the Training
4.1.3 Developing and Implementing Training Programs
4.1.4 Follow-up of Training Programs

LESSON 4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS

TOPICS

4.2.1 Information Tested
4.2.2 Examination Kinds
4.2.3 Special Examination Considerations
4.2.4 To Revise or Develop Examinations
4.2.5 Designing New Test Routes

UNIT 5. TRAINING PROGRAM TERMINATION

LESSON 5.1 SUMMARY OF PROGRAM

TOPICS

5.1.1 Summary of Course Content
5.1.2 Maintaining a Body of Reference Material
5.1.3 Continuing Training With Future Sessions

LESSON 5.2 COURSE FINALE

TOPICS

5.2.1 Final Examination
5.2.2 Introduction of Other Agency Personnel
5.2.3 Final Ceremony

UNIT 1. ORIENTATION

1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION

---TRAINEE! *That's you, you know. This study guide is made to be used every day, before, during and after the class meeting.*

You will have a personalized reference manual which you can use on the job when the course is over.

Get acquainted with Part II: this section is written to let you in on what is supposed to happen to you and how it may happen during the time you are enrolled in this training program.

LESSON OBJECTIVES - The trainee will be able to:

-- *Identify instructor and those trainees who have had supervisory experience.*

-- *Define the purpose of the training program.*

-- *Define the scope of the course.*

-- *Identify other teaching personnel.*

-- *Differentiate between materials distributed.*

-- *List the purposes of driver licensing.*

-- *Identify course objectives and criteria for course completion.*

-- *Review the general procedures for each lesson.*

CAN YOU IDENTIFY AND USE...

	YES	NO	NOT SURE
1. Trainee Study Guide?			
2. Driver License Examiner Supervisor's Manual?			
3. State Vehicle Code?			
4. All materials in the folder presented to you?			

NOTES

1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION

SUMMARY OF LESSON CONTENT (This lesson consists of seven topics)

1.1.1 Welcoming Remarks

It may be helpful to make a list of names of persons introduced and identifying notes about their job and physical features. There is space on the following page to help you do this. If your instructor provides you with a prepared list, also include it in this study guide just ahead of your list.

1.1.2 Purpose of the Course

The general purpose of this course is to develop knowledges and leadership skills necessary to effectively function as a Driver License Examiner Supervisor.

1.1.3 Scope of the Course

The course is designed for training first line supervisors at a driver license examiner station.

1.1.4 Introduction of Other Teaching Personnel

Teaching personnel other than the Lead Instructor are introduced or identified if not present.

1.1.5 Administrative Matters

General administrative details are taken care of. Handout materials should be incorporated into this study guide in the proper categorical section. This will give organization for ready reference back on the job.

1.1.6 The Purpose of Driver Licensing

The purpose of driver licensing is considered.

1.1.7 The Objectives of the Course Lessons

The specific course objectives are identified.

1.1.8 How the Course is to be Conducted

The methods used to accomplish the purposes of this course are discussed. Take notes in class. Identify each section of your notes according to the topic covered and file them in this study guide in the proper sequence. Sometimes the instructor may mention things that are important but not found in reference sources.

1.1 ORIENTATION TO DRIVER LICENSE EXAMINER SUPERVISION

ACTIVITY

Socialize after class, making it a point to put the correct names and job association on as many fellow-trainees as you can. Check yourself on the name list each day until you can make it all the way through the list without a miss.

SELF-EVALUATION

Do you have a clear concept of the objectives of this course? If you do, you can make a short statement telling what is to happen to you while you are attending this training program, and how this will change you. Review your notes!

1.2 DRIVER LICENSE AGENCY SERVICES

---A CHALLENGE *Name the services that are provided by local driver license agencies. Are you certain that you have named all of the services provided? If you are interested in your accuracy write a list for later reference. You will be able to check on yourself at the end of this lesson.*

LESSON OBJECTIVES - The trainee will be able to:

-- *List each licensing service offered to the public and identify the unique qualities of each.*

-- *List agency services other than licensing provided to the public.*

-- *List and describe agency services provided to other governmental agencies.*

-- *Identify and describe agency services provided to licensing personnel.*

DO YOU UNDERSTAND THE FOLLOWING TERMS IN THE CONTEXT OF YOUR AGENCY?

1. Special licenses (name them)
2. Legislative testimony
3. Court appearances
4. Public service
5. Retirement counseling

If you feel some uncertainty about these and other terms, clarification should be accomplished during the lesson presentation. ASK QUESTIONS until you have a clear concept in your mind...DISCUSS.

1.2 DRIVER LICENSE AGENCY SERVICES

SUMMARY OF LESSON CONTENT (This lesson consists of four topics)

1.2.1 Agency Licensing Services

Original licenses, renewals, special licenses and other types of licensing services are reviewed.

1.2.2 Other Agency Services for the Public

Driver licensing personnel are called upon to give talks relating to safety practices, judge automobile safety contests, answer surveys, participate in school bus clinics, teach defensive driving and driver rehabilitation classes.

1.2.3 Agency Services to Governmental Agencies

Local agencies sometimes provide legislative testimony, appear in court on behalf of other agencies, investigate complaints filed by other agencies, provide instruction for personnel of other agencies, and provide other services to governmental agencies.

1.2.4 Agency Services Offered to Agency Personnel

A Driver License Examiner Supervisor will have major responsibility for counseling retiring employees and for counseling to avoid potential problems developing on the job.

Your instructor may present you with a list of the services provided by local driver licensing agencies in your state. The list of services may be in chart form. Include this list (or make your own list as the lesson is presented) in this section of your copy of the Trainee Study Guide for reference when you return to the job.

Go over your notes taken during this lesson after class and check for phrases that do not communicate clearly. CLARIFY these while the situation is fresh in your mind. This activity should be a daily occurance; however, it will not be repetitiously stated in this study guide. From now on, it is your responsibility.

1.2 DRIVER LICENSE AGENCY SERVICES

ACTIVITY

Quickly, make a rough free-hand chart indicating the services provided by the driver license examiner stations in your state. Don't be concerned about the possibility that it may not be a professional looking chart. Experienced teachers can testify that the mental effort necessary to organize your thinking processes to produce the chart will enhance recall at a later date. Check the completed chart with your notes. Correct any errors. If you wish to dispose of this worksheet, you may. It has served its purpose. REVIEW.

SELF-EVALUATION

There were four topics presented in this lesson. Refer to the "Summary of Lesson Content" listed above. Read each topic, covering up the short summary under it. Can you recall the services mentioned by your instructor when he presented each topic of the lesson? If not, REVIEW your notes.

UNIT 1. ORIENTATION

1.3 DRIVER LICENSING AGENCY STANDARD OPERATING PROCEDURES

A professional Driver License Examiner Supervisor has accepted responsibility for a smoothly operating, effective, and efficient local agency. Over a considerable period of time, an important and authoritative set of official documents have been compiled. These documents are Driver License Examiner Agency Rules and Regulations and Driver License Examiner Supervisor's Manual. These documents will provide a basis for all of your day-to-day decisions, as well as a basis for solving problems that appear periodically. You will not be expected to absorb all the information included in these documents at once; as your tenure as a Driver License Examiner Supervisor increases so will your ability to interpret the directives applicable to your agency. No doubt you will recall some misgivings about your ability to assimilate all the information included in the Driver License Examiner's Manual when you first became an examiner. Now you probably seldom refer to this manual: you have used it so much you know what it contains. The purpose of this lesson is to start you on your way toward a similar ability with the Supervisor's Manual.

LESSON OBJECTIVES - The trainee will be able to:

-- *List reasons why the agency has developed and implemented certain rules and regulations pertaining to the functions of the agency.*

-- *Cite authoritative sources in which the agency rules and regulations can be found.*

-- *Identify those standard operating procedures most often neglected and indicate methods used to bring about conformity.*

DO YOU UNDERSTAND THE FOLLOWING TERMS IN THE CONTEXT OF YOUR AGENCY?

1. Standard Operating Procedures (SOP)
2. Rules
3. Regulations
4. Laws
5. Authoritative sources

1.3 DRIVER LICENSING AGENCY STANDARD OPERATING PROCEDURES

SUMMARY OF LESSON CONTENT (This lesson consists of three topics)

1.3.1 Rationale for Standard Operating Procedures (SOP)

Standard operating procedures are necessary for effective local agency effort on a statewide basis, coordinated to the common national effort. A group discussion of the implications of the above statement is included in this topic. This is the time to ask for clarification on problems in this area. Concise notes of the discussion should be included for future reference.

1.3.2 Location of Standard Operating Procedures (SOP)

Copies of documents used as authoritative references by local agencies will be provided by your instructor. The titles of these documents and the sources should be included in your notes. In some cases you may be presented with a personal copy.

Now is a good time to get acquainted with the index systems used by the authors of these documents. A hypothetical situation demanding the use of one of these documents is presented in class as a part of this topic.

1.3.3 Control of Practices

Standard Operating Procedures are of little value unless some check is made to determine whether or not they are adhered to. Make sure you know how they are checked.

ACTIVITY

Recall a recent problem situation that developed at your local agency which was not "run of the mill"; find the basic document authority for the decision which a supervisor might make to respond to the problem.

SELF-EVALUATION

1. What is the authority referred to when making a decision about a technicality in granting a driver license to a citizen? The decision was requested by a driver license examiner under your immediate supervision.

2. What is the authority referred to for assurance that you follow the proper procedures in terminating employment of a retiring driver license examiner?

3. How can you tell if all your examiners are giving the prescribed maneuvers on a drive test?

1.3 DRIVER LICENSING AGENCY STANDARD OPERATING PROCEDURES

4. You have exhausted all your sources for information to find an acceptable answer to an administrative problem. What do you do now?

If you are not certain that your answers are correct, check with your fellow-trainees.....your instructor.....read the manuals.

UNIT 1. ORIENTATION

1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

The front-line supervisors are the key people in the management of a local driver licensing agency. They alone can relate realistically to workers' needs and to the requirements of the agency. They alone can interpret the needs of the agency to the workers for the personal good of employees and the overall good of the agency. They alone stand between a good and mediocre performance by the total agency staff.

LESSON OBJECTIVES - The trainee will be able to:

-- *Identify all levels of management in the driver licensing agency, give examples and describe typical responsibilities of each level.*

-- *List reasons why few individuals are initially hired as supervisors.*

-- *Describe how typical driver license agency personnel become supervisors.*

-- *Cite what typical driver licensing agency managers and employees expect of their supervisors.*

BE ABLE TO DIFFERENTIATE AMONG THE FOLLOWING:

1. Executive
2. Middle Manager
3. Supervisor
4. Examiner
5. Clerk

1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

SUMMARY OF LESSON CONTENT (This lesson consists of four topics)

1.4.1 Agency Organization

An organization chart is presented to show the line of responsibility of staff personnel by title: Executive -- Middle Management -- Supervisor -- Examiner and Clerk. Responsibilities of each level are considered. The supervisor is responsible to the middle management for the effective working relationships of the local agency staff.

1.4.2 Supervisor Manpower Pool

The process of becoming an effective supervisor is difficult. You must acquire the ability to communicate clearly with your superiors while maintaining a feeling for the examiners and clerks and command the respect of both. The specific duties and the methods used to accomplish the purposes of the duties are limitless. These duties are discussed in general terms by your instructor as a part of this topic. TAKE GOOD NOTES!

1.4.3 Becoming a Supervisor

Supervisors generally are promoted from the ranks of driver license examiners. The reasons for promotion are discussed in this topic.

1.4.4 Expectations of Supervisors

This topic is to determine what the expectations of managers are of supervisors in their region and to determine what employees working at the local agency expect of supervisors. Other persons may have different images of the supervisor.

1.4 BASIC STAFF POSITIONS AND RESPONSIBILITIES

ACTIVITY

In the left column below list what you think are the characteristics of an ideal supervisor and in the right column check the level at which you think you now operate. After you have been back on the job in the position as supervisor for a few months, go back over this to see if you are growing on the job. A CHALLENGE!

IDEAL SUPERVISOR CHARACTERISTICS

	LOW 1	2	3	4	5	6	7	8	9	HIGH 10
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.1 LICENSING

---The role of an examiner in the licensing process is clearly understood - license issuance according to established procedures - but supervision of license examiners involves a more "management oriented" than "procedure oriented" outlook.

LESSON OBJECTIVES - The trainee will be able to:

-- *Cite and discuss each of the licenses issued by the driver license agency.*

-- *Describe three factors involved in assigning examiners and clerks to duties and responsibilities.*

-- *Write the driver licensing agency policy regarding the assigrment of equipment.*

-- *Identify several variables which affect the work load of a driver license examination unit during specific seasons of the year.*

-- *List some special licensing problems of a driver license supervisor.*

-- *List three fraudulent activities an applicant may be involved in and discuss the actions of a supervisor in each case.*

ARE YOU FAMILIAR WITH...

1. State statutes applicable to issuing driver licenses?
2. Local agency policies applicable to issuing driver licenses?
3. The various forms associated with issuing driver licenses?
4. Testing procedures used in connection with issuing driver licenses?

2.1 LICENSING

SUMMARY OF LESSON CONTENT (This lesson consists of six topics)

2.1.1 Issuing Licenses

A review of procedures used in issuing various kinds of driver licenses. This material has been experienced in depth by driver license examiners.

2.1.2 Assigning Personnel

Examiners and clerks assigned to the local agency all have different personalities and capabilities. Personnel records will be helpful in fair and judicious assignments. Care should be taken that scheduling is in the best interests of the local agency and individual personnel. Policies and procedures of the local, regional, and state offices should be adhered to.

2.1.3 Assigning Equipment

Equipment and facilities are often the responsibility of the driver license examiner supervisor. Generally there are standard operating procedures in the policies and manuals which the supervisor can use as reference.

2.1.4 Forecasting Work Loads

Work loads must be anticipated or the local agency will be shorthanded or overstaffed at times. Agency supervisors will need to become acquainted with the daily and seasonal demands of the public so that they can be anticipated more accurately in advance of manpower needs. Ability to provide data to your superiors necessary for accurate forecasting of workloads will be expected of agency supervisors.

2.1.5 Special Licensing Problems

Infrequently there will be problems connected with licensing which are not covered, nor have they been anticipated, by the administrative personnel. The person responsible for an on-the-spot decision is the supervisor. Develop a generalized approach for such problems. The instructor will present some special problems which have been previously experienced. However, the book "Can You Top This" has not been completely written yet.

2.1.6 Handling Fraudulent Applicants

This topic covers the most common kinds of fraudulent actions by citizens applying for licenses. Take a few good notes on successful countermoves used by supervisors in the field. Supervisors can be liable in court for certain actions taken in curtailing alleged fraud actions on the part of the applicants.

2.1 LICENSING

ACTIVITY

Play "can you top this," a game for new supervisors. Two or more are needed to play. One person describes a rather unique fraudulent activity attempted by a license applicant, and the others respond with the "best" approach to be taken by a supervisor.

SELF-EVALUATION

1. Name all kinds of licenses issued by your agency. Do you understand the procedures for issuance?

2. What are the major pitfalls in assigning and scheduling personnel? Check your notes for the answers if you are in doubt.

3. Do you understand the local agency policy for assignment of equipment? See your manual and policy documents if in doubt.

4. Name the major periods of an especially high demand for personnel and the low demand periods at the agency you are assigned to

5. Recall three special licensing problems discussed by your instructor. What were the supervisory actions recommended? What was the authority for the recommended actions? Check your notes.

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.2 EQUIPMENT, FACILITIES, AND SUPPLIES

---People expect the weatherman to miss forecasts. It is common for a store to be "out" of some items. Everyone understands when a mechanic's car is not in top mechanical condition; after all, he is too busy fixing others. BUT supervisors are expected by their staffs, administrative superiors, and the public to anticipate equipment needs, see that this equipment is in good repair and NEVER run out of supplies!!!

LESSON OBJECTIVES - The trainee will be able to:

-- *Indicate each policy and procedure regarding procurement and maintenance of agency equipment and facilities.*

-- *List each policy and procedure regarding procurement of agency supplies.*

-- *Identify factors taken into account when forecasting facility, equipment, and supply needs.*

-- *Cite agency services under contract to outside firms and list a supervisor's responsibilities regarding each service.*

DO YOU UNDERSTAND THE FOLLOWING TERMS IN THE CONTEXT OF YOUR AGENCY?

1. Authoritative
2. Forecasting
3. Security
4. Vendors

2.2 EQUIPMENT, FACILITIES, AND SUPPLIES

SUMMARY OF LESSON CONTENT (This lesson consists of four topics)

2.2.1 Procuring and Maintaining Equipment and Facilities

The policies, procedures, and authority at the local agency level are presented. The forms and proper use for maintaining and procuring equipment and facilities for an effectively functioning local licensing agency are demonstrated. Certain security precautions which must be taken to avoid loss and subsequent possible use by unauthorized persons are discussed. In some cases contractual agreements are entered into by the local agency and outside groups. The legal aspects of such contracts are an important part of the content of this topic.

2.2.2 Procuring Supplies

The procedures by which a driver licensing supervisor obtains and controls supplies is presented in this topic.

2.2.3 Forecasting Equipment, Facility, and Supply Needs

An effective driver licensing supervisor will need to develop an ability to accurately foresee the quantity and time of need for supplies in order to meet the cyclic demands of the local agency. The forecasting and control of needed supplies are considered in this topic.

2.2.4 Supervising Contractual Services

Often it is more economical, and perhaps necessary, to contract certain services from outside agencies. There are contractual pitfalls, however, which are dealt with in this topic. The purpose of this topic is not to transform you into a "Guardhouse Lawyer," but to provide a basis for understanding contractual agreements.

2.2 EQUIPMENT, FACILITIES, AND SUPPLIES

ACTIVITY

Estimate Quantity or Number for Your Agency for Next Year

Item	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Licenses Issued												
Mileage												
Examiners Employed												
Licensee Question Forms												
Telephone Bills												
Custodial Man Hours												
Utilities												

SELF-EVALUATION

1. Do you know the policy and the procedures which are currently used at your local agency, and which relate to the obtaining and maintaining of equipment and facilities?

2. How do you go about getting supplies at the proper time and in the proper amounts? Be specific. Mentally run through the steps for the selected items.

3. Will they arrive at the right time? Can you store them?

4. What are the problems if the answer to the previous question is yes?

5. The entry door lock to your local agency office is broken and no one on the staff is able to repair it. Is this a contractual service situation?

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.3 PERSONNEL REGULATIONS

---Regulatory procedures which have "worked" consistently in the past generally become a part of the written rules and regulations on file at the local agency. When it is found that specific procedures are generally effective in all local agencies, these procedures are incorporated into the state and regional policy directives. Supervisors are not expected to be able to quote all the regulations; however, the most common will be used so often that soon you will know them. Personnel problems that occur with less frequency can be approached with confidence knowing that you are well acquainted with a standardized code that is readily available.

LESSON OBJECTIVES - The trainee will be able to:

-- *List and discuss various types of benefits the agency provides its employees.*

-- *Describe the main features of the Agency's Code of Ethics, Standards of Conduct, and Standards of Appearance and discuss their purpose.*

-- *Pinpoint specific employee fraudulent activities, the official agency approach to combating those activities, and possible penalties associated with them.*

-- *Identify and discuss when a reprimand may be the appropriate action taken by a supervisor.*

DO YOU UNDERSTAND THE MEANING OF THE FOLLOWING TERMS?

1. Benefits
2. Code of Ethics
3. Fraud
4. Image

2.3 PERSONNEL REGULATIONS

SUMMARY OF LESSON CONTENT (This lesson consists of four topics)

2.3.1 Employee Benefits

To be fair to employees under your supervision, you will need to know the benefits due them. If this information is communicated to them, they tend to be more satisfied workers. This topic provides sources for information about employee benefits. (You, too, are an employee so there is a bonus for being informed on this subject.)

2.3.2 Conduct and Appearance

What are the images presented to others by both you and your staff? This topic will provide you with the accepted official limits regarding personal conduct, dress, and appearance. This topic can set off emotional reactions. You can anticipate future problems and be well-informed by knowing the rules. Later in this course you may find ways of dealing with possible emotional reactions by your employees to official directives which set the codes of agency dress and behavior.

2.3.3 Handling Fraudulent Employee Activities

If fraudulent activities are carried on by local agency staff, sooner or later somebody has to pay! This topic is presented to provide you with information to control fraudulent employee activity. If you, as a supervisor, do not accomplish this, the implications are obvious.

2.3.4 Reprimanding

Effective driver licensing agency supervisors are constantly aware of the degree of employee conformity to established rules and regulations. Infractions of rules and regulations by employees must be handled in a fair and consistent manner. This presents a desirable supervisory image to employees and administrative superiors. Rule infraction is often a matter of a gradual movement from the norm. To what degree is non-conformity acceptable? This topic considers many aspects of licensing examiner supervisors' reprimanding role.

2.3 PERSONNEL REGULATIONS

ACTIVITY

Get together with a few other supervisor trainees and discuss any interesting episodes which you may have observed at your agency. Compare the outcomes of each episode. An example might be specific dress code problems.

SELF-EVALUATION

1. As far as you are concerned what are the best aspects provided by employee benefits?

2. Can employee benefits be useful in maintaining a low staff turnover? Why?

3. Explain how you would go about communicating to an employee that his or her dress did not meet the standards required by the agency.

4. Do you know what the official uniform consists of?

5. What are the pitfalls of administrating regulations pertaining to fraud?

6. Recall a reprimand which you received and which sticks in your memory as particularly unpleasant. Now, place yourself in the role of a supervisor in this same situation and state how the reprimand could be better presented. Consider all factors in this situation. After you have done this go over the "better" approach you have just postulated and identify any critical points. Relate these to the material presented in this topic.

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

---WHO is a bureaucrat?

Generally supervisors do not like to be called bureaucrats by the public. You can present yourself professionally to individuals and groups of individuals as a unique and helpful person by providing special services for public organizations, individuals and employees; services which only a Driver License Examiner Supervisor can provide. People contacted in this manner will spread the word. Be prepared to do a "good job". They will ask <u>you</u> for more help...this is not the role people see for the bureaucrat.

ESSON OBJECTIVES - The trainee will be able to:

-- *Identify four organizations requesting the services of a driver license examiner supervisor and discuss the activities involved.*

-- *Cite four services provided to other governmental agencies and discuss the purpose for providing those services.*

-- *Explain each of the three modes of delegating responsibility and discuss the difference between delegating and abdicating responsibility.*

-- *Identify the procedures for controlling agency receipts and expenses and discuss the need for fiscal control documentation.*

-- *Describe the use of agency records the supervisor is required to complete and submit.*

-- *Cite eight unsafe work situations that may present themselves and discuss their possible remedies.*

DO YOU UNDERSTAND THESE TERMS IN DRIVER LICENSING AGENCY CONTEXT?

1. Liaison between licensing agency and enforcement agencies
2. Road-eos
3. Legislative hearing
4. School Curriculum Development
5. Investigation

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

SUMMARY OF LESSON CONTENT (This lesson consists of six topics)

2.4.1 Service to Public and Private Organizations

Licensing agency supervisors constantly receive numerous requests from outside the agency. Many of these requests involve public appearances requiring the supervisor or a representative to give assistance to or present information to groups and organizations. The effectiveness of these appearances hinges largely on the personal qualifications of the representative. Numerous potential personal appearance situations are discussed in this topic.

2.4.2 Service to Other Government Agencies

Other governmental agencies often require the assistance of driver licensing agencies to augment their efforts. Usually these agencies request the services of a knowledgeable official with expertise in a specific field or area of driver licensing authority. Driver licensing agency supervisors are oftened assumed to be the authority; however, they are urged to respond to such requests by scheduling the most qualified personnel. Often these requests are in the realm of legislation or law enforcement.

2.4.3 Delegating Responsibility

In the context of the two previous topics, it is not too difficult to envision occasions when driver licensing agency supervisors may have previous commitments which preclude personal appearances. It may be that another staff person might better represent the agency in a particular personal appearance or service rendering situation. Therefore, effective supervisors identify personal expertise and the expertise of other agency personnel as a basis from which future judgments for making short term special assignments can be made. The effective professional supervisor does not say "I'd rather do it myself."

2.4.4 Fiscal Matters

Understanding and control of fiscal matters is important--more important, perhaps, than operational procedures and human relations. Little operational errors or human relations slip-ups can be politely explained and no real harm will come from it. But let there be a financial error and real problems begin.

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

2.4.5 Record Keeping

If the fiscal records are not maintained in a current, accurate, and orderly manner, administrative supervisors and the general public will be fast to censure. Furthermore, legal repercussions to poor fiscal accounting are generally forthcoming. This topic reviews the authoritative directives which should be followed for carrying out fiscal accounting procedures.

2.4.6 Safety and Welfare of Employees and Public

In the final analysis the driver licensing supervisor is responsible for the safety of agency personnel as well as the public served. Most accidents can be prevented. Many accidents can be anticipated so that in an emergency proper assistance may be rendered in a calm atmosphere. This topic apprises the trainee of the responsibility for maintaining safe conditions, being prepared for emergencies, and related monitoring of human safety and welfare.

ACTIVITY

SITUATION: You have available only the personnel who are currently assigned to your local driver licensing agency. You have received a directive asking for a pamphlet to be prepared which lists the capabilities of the agency personnel. This pamphlet is to be distributed to other agencies and organizations as an offer to provide special services to them. List the special capabilities of each staff member in the following areas:

1. Agency safety practices
2. Short informative speaking engagements
3. On-site assistance in planning, judging, and consulting
4. Legislation hearing testimony
5. Court testimony
6. Law enforcement support
7. Accounting

After you have determined the capabilities of these personnel, evaluate your own expertise in each area. Determine whether you should delegate responsibility or accept it yourself. Now you are in a position to respond to requests immediately. You will appear as an impressive supervisor to the requestor.

2.4 OTHER DRIVER LICENSE EXAMINER SUPERVISOR RESPONSIBILITIES

SELF-EVALUATION

1. Name five topics related to driver licensing which you feel most qualified to speak on in public meetings.

2. Differentiate between the authority of a driver licensing agency and the state highway patrol or state police.

3. You have assigned responsibility of local agency representation at an outside agency meeting to one of your staff. What follow-up procedures will you utilize?

4. Select an activity of your local agency involving accountability of funds with which you are familiar. Name the forms involved in monitoring the expenditures connected with the activity and tell who is responsible for the proper use of each form. What is the final disposition of the forms?

5. Name the accidents occuring at your agency during the past few months. What could have been done to prevent them? Could they have been anticipated, but unavoidable? If so, were arrangements made ahead of time to cope with unavoidable accidents?

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

2.5 THE PROFESSIONAL SUPERVISOR

---You, as a supervisor, occupy a unique position in driver licensing. To you, and through you, flow most of the employee relations problems of both your administrative superiors and your employees. You have the job of upholding the practices and policies of the organization, inspiring people to work efficiently, economically and with a minimum of difficulties.

LESSON OBJECTIVES - The trainee will be able to:

-- *Describe two patterns of organizational management affecting leadership style and describe the forces affecting the change from one style to another.*

-- *Set up a simple system for self-appraisal.*

-- *Describe evaluation as an on-going part of supervision.*

-- *Identify those factors to be taken into account for discriminating use of time.*

-- *Describe two approaches for self development and indicate specific activities for each.*

-- *Point out some current events affecting the future policies and procedures, rules and regulations, and statutes governing the driver license agency.*

-- *Outline some procedures a supervisor can use to maintain emotional health.*

DO YOU UNDERSTAND THESE TERMS IN DRIVER LICENSING AGENCY CONTEXT?

1. Leadership style
2. Organization management
3. Participatory management
4. Values
5. Management pattern

2.5 THE PROFESSIONAL SUPERVISOR

SUMMARY OF LESSON CONTENT (This lesson consists of seven topics)

2.5.1 Developing a Leadership Style

Every organization presents certain restraints to leadership. The local driver licensing agency is not an exception. You, as a supervisor, will become more aware of the forces influencing the development of your leadership style as a result of material presented in this topic. Various theoretical models are studied.

2.5.2 Self Appraisal

Identification of self-capabilities in relation to the constraints and requirements of the supervisory responsibilities can be the foundation upon which to develop an effective leadership style.

2.5.3 Reviewing and Evaluating Personnel Performance

Making judgments about an employee performance is one of the supervisor's more difficult tasks. Many things must be done before a judgment is made. The consequences of your decision must also be considered.

2.5.4 Discriminating Use of Time

In the final analysis the supervisor is judged upon the end result, not on the amount of time spent in bringing about the desired condition. Your time is limited; invest expenditures of time and effort in such a manner that there is a high pay-off rate.

2.5.5 Programming for Self-Development

Individual personal growth does not take place by accident. An ambitious supervisor develops a regular program of technical information acquisition and personal development. This program includes such things as subscribing to technical journals, belonging to professional organizations, attending professional meetings and workshops, and formal education.

2.5.6 Understanding Current Events

A professional is expected to be able to communicate outside the narrow limits of the local agency. An understanding of current events at the local, state, and national level is necessary if one is to present an image of a professional.

2.5 THE PROFESSIONAL SUPERVISOR

2.5.7 Maintaining one's emotional health

Psychological troubles can affect our colleagues and family, thus, mental disturbance is sometimes contagious within organizations. One can often anticipate developing stressful situations, identify, and perhaps avoid or alleviate them.

ACTIVITY

Following are excerpts from an actual case study. Read them and then react as a supervisor. When could preventive measures be taken? Specifically, what would the supervisory role style be at each point? What would you do if you were the supervisor involved?

Excerpts of a letter to Vice Commissioner, State Department of Transportation, dated July 11.

> *"The sarcastic verbal abuse that was applied yesterday to a retired couple, as well as anyone else that came while I was present, was uncalled for. The scene had the appearance of a bus load of new prisoners being checked into a prison."*

Excerpts from a supervisor administrator to a local supervisor, dated July 18.

> *"Attached is a copy of a letter in which a citizen complained about the manner in which people are treated by our Driver License Examiners at your local agency. A representative from this office will be in to see you sometime Friday on this. Please see that he is directed so that we can get to the bottom of this. Please file a report with this office after the investigation."*

Above is your "hot potato". How do you handle it?

SELF-EVALUATION

1. Can you describe your leadership style in meaningful terms?
2. Select a specific leadership activity which a supervisor is responsible for. Identify factors, making up your own individual personality, and react to conditions and people involved in this situation. At this point do not make judgments about the effectiveness of your leadership style.
3. Recall the major things that you accomplished in the last half day at work. Estimate the time spent on each. Was this effective time utilization? How much time is unaccounted for in that half day?

4. Do you now have a self-development program? What is a reasonable self-development program for you?

5. Do you regularly read the news and editorial sections of the local newspaper? Do you read a weekly news magazine? Do you regularly watch news and feature TV programs?

6. Can you verbalize a program to offset periods of personal frustration, depression, and mental pressures?

UNIT 3. LEADERSHIP SKILLS

3.1 COMMUNICATIONS

---Do you understand all of the meanings encompassed by the word "communications" as the word is used in the context of a driver licensing agency? Careful, to answer this will entail more than "yes" or "no" off the top of your head. Cogitate!

Communications, in this context, may be thought of as any system by which personnel obtain information affecting the way in which they perform their jobs. Furthermore, communications at a driver licensing agency are carried out through several systems at the same time. Some of these systems are presented as topics in this lesson.

The successful professional supervisor maintains an effective and credible communications network. This is an attempt to provide you with some pegs on which to hang this network.

LESSON OBJECTIVES - The trainee will be able to:

-- *Cite five reasons why effective communication is important between management and employees.*

-- *Indicate the purpose of written communications, the prominent features that differentiate written from verbal communication, and three commonly used formats for written communications.*

-- *Describe the importance of verbal communications, three qualities of an effective communicator, and points which make a verbal communicator even more effective.*

-- *Indicate body movements used in communications and their affect upon the receiver.*

-- *List the three main characteristics of a good listener and describe how one might develop or improve those characteristics.*

DO YOU UNDERSTAND THESE TERMS IN THE DRIVER LICENSING AGENCY CONTEXT?

1. Format
2. Non-verbal communication
3. Body language idioms

3.1 COMMUNICATIONS

SUMMARY OF LESSON CONTENT (There are five topics in this lesson)

3.1.1 Interaction: The Goal of Interpersonal Communication

Effective driver licensing agency supervisors have only two general ways to get things done: do things themselves, or communicate correctly and convincingly to others so that they accomplish the necessary tasks. Implications related to this statement are the focus of this presentation.

3.1.2 Written Communications

The reasons for and the best generally accepted ways to communicate in writing with personnel are considered.

3.1.3 Verbal Communications

Verbal communications have the potential for misinterpretation which can result in confusion and inefficiency of effort expended by personnel. Guidelines to avoid needless misunderstandings due to lack of clarity in verbal communications are considered.

3.1.4 Non-verbal Communication (Body Language)

Non-verbal communication is a two way street on which everyone should be watching for traffic signs. A look is directed at these signs to help you observe them for your own direction and to ascertain the direction others are taking.

3.1.5 Listening

Listening is an art which all professional supervisors must practice if they are to know the score. The ability to listen is an art which one can train for more competency. A basis for self-improvement is presented.

ACTIVITY

You have been asked to chair an orientation session for a small group of newly-hired license examiners who have just finished a license examiner training course. In the preceding session other supervisors have talked to the trainees about developing competency on the job. Your session is to be primarily a question-and-answer period. On page 68 are some of the questions the trainees ask you. Below each question, write the most important point that you would include in your answer.

3.1 COMMUNICATIONS

1. "Our last speaker said, 'It is better to be artificially pleasant than naturally nasty.' I'd like to know whether you agree with that statement, and why."

2. "Everyone keeps telling us that we should be enthusiastic. How do you define enthusiasm, and how is it acquired?"

3. "This morning I overheard an applicant complaining to one of our examiners that the fee for the license was too high and that service was poor. The examiner agreed and said, 'We do not control the license fee and that in a bureau as large as this it is hard to maintain excellent service.' How would you have replied?"

Make a more complete oral statement for numbers 1 through 3 above. Are your written and oral statements identical? Should they be?

Did you use any "body-language" to help with the oral communication?

3.1 COMMUNICATIONS

SELF-EVALUATION

Words are the basic tools used in every sort of communication. Your selection of words in a business letter can be just as important as deciding whether to list an item on the balance sheet as an expenditure or income.

The following activities are designed to help you evaluate your ability to use words effectively, so that you can work on improving the areas in which you are weak.

INSTRUCTIONS: One way to be friendly and courteous is to use words that have pleasant overtones and to avoid words that have unpleasant overtones. Obviously, unpleasant words have to be used occasionally. However, if you use too many of them, your communications will seem ill-natured. Show how frequently you use the words listed in the two categories below by checking *Rarely* or *Often*.

Negative Words	Rarely	Often	Positive Words	Rarely	Often
imitation	____	____	*fortunate*	____	____
abuse	____	____	*advantage*	____	____
cheap	____	____	*agreeable*	____	____
error	____	____	*honest*	____	____
mistake	____	____	*reputable*	____	____
stagnant	____	____	*yours*	____	____
negligence	____	____	*ability*	____	____
complaint	____	____	*happy*	____	____
blame	____	____	*genuine*	____	____
failure	____	____	*distinction*	____	____
wrong	____	____	*excellent*	____	____
inferior	____	____	*integrity*	____	____
unsatisfactory	____	____	*pleasure*	____	____
fault	____	____	*welcome*	____	____
bankrupt	____	____	*please*	____	____
criticize	____	____	*confidence*	____	____

UNIT 3. LEADERSHIP SKILLS

3.2 HUMAN RELATIONS

---Do you know what you are getting into? It is generally agreed that first-line supervision is a most demanding job. To be an effective Driver License Examiner Supervisor calls for uncommon patience, wisdom, and fairness. The purpose of this lesson is to provide you with practical information to create relationships with personnel which will become mutually supportive. You can do this! Why else would you have been selected as a trainee in this program!

LESSON OBJECTIVES - The trainee will be able to:

-- *Indicate those factors included in employee behavior affecting the image of the agency.*

-- *Identify and cope with behavioral problems affecting operations of the agency.*

-- *Describe special problems encountered in business telephone conversations and give some solutions for those problems.*

-- *Describe problems associated with requests made by people and the possible solutions.*

DO YOU UNDERSTAND THESE TERMS IN THE DRIVER LICENSING AGENCY CONTEXT?

1. Positive image
2. People problems

SUMMARY OF LESSON CONTENT: (There are four topics in this lesson)

3.2.1 Presenting a Positive Image

Professional driver licensing agency supervisors are not only concerned that the image they present is a positive one, but they must also be concerned that the whole staff presents a positive image.

3.2.2 Handling People Problems

One of the major reasons a supervisor exists is to coordinate people activities and expedite harmonious interactions among the staff and clientele. Problems associated with human interaction are common. Many can be anticipated and steps can be taken to avoid these problems. This topic stresses development of positive approaches to handling people problems.

3.2 HUMAN RELATIONS

3.2.3 Using Pleasing Telephone Manners

The proper use of the telephone is critical to good human relations and a positive public image.

3.2.4 Approving and Denying Requests

As a supervisor you have access to a rather complete written code of policies and rules upon which to base your decisions. Interpretation of these codes to various individuals calls for some degree of finesse or you will possibly face negative reactions.

ACTIVITY

There has been a growing tendency in your local unit to disregard the agency's policy on working hours. Using the following information, prepare a memorandum that will bring the situation to the attention of your staff. In the memorandum, present the supervisor's viewpoint about employees conforming to established work schedules.

> *Tardiness is becoming increasingly prevalent. Three or four individuals habitually take more than the allotted hour for lunch, and they stretch a fifteen-minute coffee break into a half hour or more. Working hours are supposed to be from 8 a.m. to 5 p.m. with staggered lunch hours. Two fifteen-minute coffee breaks are allowed, one each for morning and afternoon. Your quarterly expense summary shows that expenses for your agency are running ahead of budget. A portion of the extra expenses can be attributed to unforeseen charges for work that had to be sent to an outside agency.*

SELF-EVALUATION

1. You have developed a new system of work procedures that will provide substantial savings in both time and money. However, adopting the system will require examiners to make major changes in their daily routines. A good way to get their cooperation would be to:

   a. Call them together, outline the reasons for the change, and ask for suggestions; tell them your plans so that it relates to their suggestions and so that they can readily see its advantages; then ask them how and when they think it might be implemented.

   b. Talk to the examiners individually, so that the changeover can be personalized as much as possible, but be firm in holding to your original plan.

   c. Call the examiners together and present the plan as a complete project. Then let them know that the change is for their own good and that you expect to see it carried out.

2. One of your examiners does a poor job planning his work. You decide to talk to him about it. The best way to start the discussion would be to:

   a. Tell him you have noticed his lack of planning.

   b. Talk to him about the importance of planning, so that you can build up a good background for the recommendations you are going to make.

   c. Ask him about the different aspects of his work, so that the lack of planning will become apparent in the course of the conversation.

3. At an agency meeting an examiner publicly made some inappropriate and unfounded accusations that could be damaging to his co-workers and to you. You should:

   a. Tell him immediately that his claims are false and reprimand him publicly, so that there is no chance of anyone's being hurt by his accusations.

   b. Tell him that you are sure there is another side to the story and that you would like to talk to him privately after the meeting.

   c. Ignore the entire episode, because there is no substance to the accusations.

4. An examiner comes to you with a grievance against the agency. He is obviously very upset. After hearing his story you realize that much of the problem is his own fault and that he is taking a one-sided view of the situation. You should:

   a. Tell him you are sorry that he is upset and attempt to talk over the matter with him in great detail.

   b. Tell him that the trouble is his own fault and explain why.

   c. Let the agency take the blame but let him know that you will personally take care of him.

5. An examiner is to be disciplined for a serious breach of agency policy. This error has been observed and reported by your superior. To be most effective, the disciplining should be done by:

   a. Your superior.

   b. The personnel office.

   c. You.

UNIT 3. LEADERSHIP SKILLS

3.3 DECISION MAKING

---Sound decisions at a given time are made in the context of the situation. But before good decisions can be made, the right questions must be asked.

What responsibilities does your agency share with other institutions and agencies?

How do state statutes apply to specific decisions?

Are there established policies at the local agency to guide a supervisor in every decision?

You have made several decisions in answering these questions. But, were these the right questions? Finding the right questions to ask is the major task of this lesson. Remember, the buck stops with the decision maker - the supervisor - YOU.

LESSON OBJECTIVES - The trainee will be able to:

-- *Define "problem" and describe two criteria for knowing when a problem exists.*

-- *Cite two rules to be followed in analyzing a problem and give examples.*

-- *Identify two main difficulties encountered when gathering facts and discuss their implications.*

-- *Give four reasons why others should be consulted for advice about solutions to problems.*

-- *Identify four things which might have to be done to facts, information, and advice before they can be used.*

-- *List five factors to be considered when solving a problem.*

-- *Spell out four key steps to be considered when implementing a solution.*

-- *Describe follow-up to a solution.*

TERMS

You should understand the terms used in this lesson.

3.3 DECISION MAKING

SUMMARY OF LESSON CONTENT (There are eight topics in this lesson)

3.3.1 Defining the Problem

If you are to have a good batting average in Driver License Examiner Supervisor decision making, it is imperative that you correctly define the problem. It may be that you are making proper decisions but they are not germane to the problems at hand.

3.3.2 Analyzing the Problem

Once the problem has been identified, it will be necessary to identify the various factors to be considered if a workable decision is to result.

3.3.3 Gathering All the "Facts"

If a decision is workable, it will be based upon the interactions of factual information logically compiled and organized by the decision maker, YOU, the agency supervisor.

3.3.4 Soliciting Advice

Driver licensing examiner supervisors do not operate in a vacuum. Neither do their decisions work in a vacuum. Generally, the broader the base decision process, the more effective are the results. However, not all types of problems should involve anyone other than the supervisor and those directly concerned.

3.3.5 Analyzing Facts, Information, and Advice

Once the facts are in, judgments made should be logical and unbiased and a speedy conclusion reached. Follow through.

3.3.6 Deciding Upon Solutions

In most decision making processes there are several alternatives which may appear feasible to solving the problem. If one consistently comes up, perhaps there is some personal bias at play. Of several alternatives, pick the one that ought to work best under current conditions.

3.3.7 Taking the Proper Action

After the decision is made, the next thing is to assign someone the responsibility to carry it to completion and all involved should understand why the action is taken.

3.3 DECISION MAKING

3.3.8 Follow-up to Solution

Effective supervision calls for constant monitoring of all aspects of the driver licensing agency. Follow-up on the action resulting from a decision may produce feedback which indicates a revision or reversal of the original decision.

ACTIVITY

Your staff has completed an assignment exactly as you had asked. You discover now that your instructions were wrong and that the job should have been done another way. You should tell your subordinates that:

a. Your boss changed his mind and that the job will have to be redone.

b. You made a mistake, and ask for their help in correcting it.

c. They must have misunderstood you, because the job was not done according to your instructions.

SELF-EVALUATION

An employee comes to you in a fit of temper and wants to complain about unfair treatment. Outline below the steps to properly arrive at a decision. Use the information gained from the presentations and discussions of the eight topics.

UNIT 3. LEADERSHIP SKILLS

3.4 MOTIVATION

---*People who know each other well often talk about their work. Inferences can be made from passing comments and feeling tones. In answer to the question "How do you like your job?" examiners might respond:*

On the whole I like what I'm doing. It isn't such a bad way to make a living. I like to watch the excitement of the kids who come in for their first driver license test.

I feel stifled. The supervisor is always looking over my shoulder. I'm not getting anywhere, but at least I have ten years of seniority and when businesses were laying off we still had the usual load of people needing new licenses and renewals.

I manage, the work is easy; the men I work with are a nice bunch. I used to think there wasn't anything to living if you couldn't believe that someday you would make something of yourself. Not now. I get my kicks out of my boat.

My supervisor caught me making an unauthorized phone call and grabbed the phone right out of my hand. I was so mad I had to walk away. All day I could hardly concentrate on the responses drivers made to the examinations. This has really upset me. First chance I get, I'm leaving.

---*What role would you expect to play as a supervisor in the lives of these people? Are you the villain when morale is low? Do you recognize successful work?*

LESSON OBJECTIVES - The trainee will be able to:

-- *Define principles that can be used to inspire and encourage ourselves and others to gain greater satisfaction and rewards from the work we do.*

-- *Determine reasons for setting work task standards.*

-- *Explain the difference between the supervisor imposing the planning and doing of a task and letting it develop with participation.*

3.4 MOTIVATION

-- *List the pros and cons of the participative approach to task accomplishment as related to motivation.*

-- *Cite and describe four factors which could improve morale in a driver license agency team.*

SUMMARY OF LESSON CONTENT (There are five topics in this lesson)

3.4.1 A Look at Motivation

A quick overview is made of the value of motivation and the inability to impose it on people. Ways of improving ability to encourage motivation are mentioned including building on past experience of others.

3.4.2 Developing Standards for a Task

The two key conditions which are necessary to measure human performance on any task are developed. These standards are Quality (how it should be done) and Quantity (how much time is needed or what the cost is).

3.4.3 An Example of Participative Leadership

An in-class example is performed where standards of Quality and Quantity are given. It provides an opportunity to observe group dynamics from which principles of motivation can be developed.

3.4.4 Gathering the Observations from the Assigned Task

Analysis of the what and why of the group assignment provides additional insight on the motivation climate.

3.4.5 Principles of Motivation

Principles related to motivation have been developed through many years of experience by many people in management. They are sufficiently universal in their application, and they give such predictable results that they belong in every supervisor's "tool kit".

ACTIVITY

Read each of the following principles and write down four distinctly different situations you are familiar with in which each principle could have helped.

3.4 MOTIVATION

PRINCIPLE OF PARTICIPATION

Results tend to improve as people take part in the decisions and actions affecting the planning and doing of their work.

Participation means involving people in those matters directly related to their job. It is asking the "doers" for their suggestions, ideas, and advice about both the planning and doing of their work. In some situations, the supervisor can have good results by involving his people prior to forming his own ideas and solutions. This approach works because people enjoy working together to improve a situation or install a new approach on their job. Experience has proven that when people really have a role in a decision they are much more likely to want it to succeed than if it is imposed from without. Participation, however, will not work with all people in all situations at all times. The following guidelines will help you to choose when to use participation to improve results.

1. Supervisors always remain accountable for results even though they have asked for and received assistance from their people.

2. If people can't be expected to contribute to the solution, they should not be asked to participate. If they do not have adequate prior knowledge, experience, or objectivity, participation might cause frustration because their contribution would not be acceptable by the supervisor.

3. Every susgestion merits acceptance or an answer of why it can't be used. When a decision is announced make sure that those who participated get recognition. If in doubt, give the credit to your people and preferably in front of those they consider important.

PRINCIPLE OF COMMUNICATION

Results tend to improve as people are kept advised of those matters involving them.

Communication gives work meaning. It creates a feeling of working with the supervisor, rather than for him. When a supervisor makes an obvious attempt to keep his people informed, he is demonstrating that he thinks they are important. If people know what the goals are and what progress is being made toward them, they feel more like a member of a team. Bowling would not be fun without the other people, the pins, and recorded score.

3.4 MOTIVATION

PRINCIPLE OF RECOGNITION

Results tend to increase as people receive recognition for their contribution.

People will work hard if their efforts are recognized. When a supervisor gives credit to a person who has earned it, he is making clear that the person is an important member of the team. It is also a good way for the supervisor to provide positive reinforcement of expected performance. We sometimes tend to pass on mistakes only. Recognition must be sincere because almost all of us recognize flattery and are not fooled by it. Recognition is made more effective if it can be given to a subordinate in the presence of the supervisor's own boss.

PRINCIPLE OF DELEGATION

Results tend to increase as people are provided authority to make decisions which have a bearing on their work.

When we give people authority, we are saying I TRUST YOUR JUDGMENT. We make it plain that we think the people are capable and important. Requiring our people to come to us for every decision makes them feel like children. Successful supervisors delegate as much authority as possible to those who are responsible for everyday tasks. Giving people authority to make their own decisions makes them an important part of the results they want to accomplish.

SELF-EVALUATION

Suppose that you joined an agency that believed in strict supervision of its employees. In what ways do you think that the administration management might consciously or unconsciously play down the factor of employee self-motivation?

_____

_____

_____

_____

There can also be such a thing as negative motivation. For example, dissatisfaction and loss of efficiency might result if employees generally do not like their supervisor. What other situations might cause an agency's employees to be motivated in a negative sense?

_____

_____

_____

UNIT 3. LEADERSHIP SKILLS

3.4 MOTIVATION (CONTINUED)

Note: Study this section if your instructor so indicates.

LESSON OBJECTIVES - The trainee will be able to:

-- *Identify supervisory practices which cause people to motivate themselves, and those which have the opposite results.*

-- *Explain variations in supervisory style, and describe when their use is appropriate.*

-- *List those assumptions which are supportive of the participative style of supervision.*

-- *Explain how the Motivation Principles are used with individuals and with groups.*

SUMMARY OF LESSON CONTENT (There are four topics in this lesson)

3.4.6 The Motivation Climate

We share experiences of work climates which we have known. Our discussion will help us fix in our minds successful and less successful motivation practices.

3.4.7 Supervisory Styles

A look at styles of supervision and the need to use more than one. Review of conditions which determine effective style.

3.4.8 Motivation of the Individual

How to minimize resistance and resentment. The value of non-threatening, honest interchange between supervisor and employee.

3.4.9 Motivation of the Group

The difference between a group and team are identified. We will also learn methods of monitoring team morale including measures of performance.

DO YOU UNDERSTAND THE FOLLOWING ASSUMPTIONS ABOUT PEOPLE AND WORK?

1. People don't resist change: they resist being changed.
2. Every job is capable of being improved.
3. Every employee has the basic ability to improve his job.
4. People want to improve their work, and will get satisfaction from doing so.
5. People like to participate in groups.
6. Improvements can often be made best by those who perform the job.
7. The role of the motivator is one of advisor, team leader, and decision maker.
8. The role of the employee is manager of his own area of responsibility.

ACTIVITY

The following quotations express some thoughts that people have had about the incentive to achieve success in work and in life. Choose the quotation that best reflects your personal philosophy, that appeals to you most, or that you disagree with. In addition, mark each quotation either (1)rational-economic man, (2)social man, (3)self-actualizing man, (4)social contract, or (5)none of these. Compare notes with your fellow trainees.

_____ *"Few of us can stand prosperity. Another man's, I mean."*
...Mark Twain

_____ *"To be what we are, and to become what we are capable of becoming, is the only end of life."*
...Robert Louis Stevenson

_____ *"The secret of success is constancy of purpose."*
...Benjamin Disraeli

_____ *"Success does not so much depend on external help as on self-reliance."*
...Abraham Lincoln

_____ *"Few things are impossible to diligence and skill."*
...Samual Johnson

_____ *"Experience has shown...that every man is the architect of his own fortune..."*
...Sallust

_____ *"Avoiding danger is no safer...than outright exposure. Life is either a daring adventure, or nothing."*

...Helen Keller

_____ *"To each is given a certain inward talent, a certain outward environment of Fortune; to each, by wisest combination of these two, a certain maximum of capability."*

...Thomas Carlyle

SELF-EVALUATION

Outline the kinds of guidelines you would follow to foster a motivational climate which encouraged interaction between you and your examinees and clerks.

UNIT 4. AGENCY PROGRAM DEVELOPMENT

4.1 TRAINING PROGRAM PLANNING

---The new Driver Licensing Training Supervisor had just ironed out all the wrinkles at the local agency when the state shipped in an electronic eye examination instrument to replace outdated equipment.

On top of that, in the name of efficiency, several one-man agencies were combined with the one the supervisor was responsible for.

And seniority arrangements and pension plans are making it more common for personnel to work up through the ranks.

All of the above appear to be bringing about a lowering of operational efficiency. A remark concerning this is made by the regional manager. What can you, as a supervisor, do to avoid the situation? a) PUNT, b) TRANSFER, c) LOOK FOR ANOTHER JOB, or d) ESTABLISH A REGULAR IN-SERVICE TRAINING PROGRAM.

If you selected "d", this lesson may help. If you chose "c", pack up and go home, stopping by the employment service on the way. If you chose "b", this situation will follow you. If you chose "a", grab hold of your rabbit's foot!

LESSON OBJECTIVES - The trainee will be able to:

-- *Differentiate between three kinds of training and discuss the general use of each.*

-- *Describe the factors to be considered prior to the implementation of personnel training.*

-- *List the tasks to be performed in the process of developing and implementing training programs.*

-- *List the kinds of follow-up for training programs and discuss the action taken if the training has not met its goal.*

4.1 TRAINING PROGRAM PLANNING

DO YOU UNDERSTAND THESE TERMS IN THE CONTECT OF DRIVER LICENSING?

1. On-the-job training
2. In-service training
3. Job description
4. Cooperative training task
5. Complexity-frequency-importance scale
6. Follow-up
7. Learning modules

SUMMARY OF LESSON CONTENT (This lesson consists of four topics)

4.1.1 Various Kinds of Training

If training is to be meaningful to the trainee it must be relevant. Selecting for relevency demands careful analysis of the situation.

4.1.2 Analyzing Needs and Selecting the Training

To develop the relevant training desired, it is necessary to determine what is actually done on the job (job description). The next step is to break the job into tasks, define the objectives of training for proficiency in each task, and determine a priority of these objectives (complexity-frequency-importance scale). Finally, lessons should be developed according to identified needs and resources.

4.1.3 Developing and Implementing Training Programs

Once you've determined your training needs all the resources must be drawn together and used to present a training program. Items such as instructional personnel, training aids, facilities, reading materials, etc., must be gathered. With these and a proper outline or plan you can implement the program.

4.1.4 Follow-up of Training Programs

After a training program is completed, a follow-up study will provide meaningful feedback for revision. The follow-up can take many forms and may be as comprehensive and extended as time and economics warrant.

4.1 TRAINING PROGRAM PLANNING

ACTIVITY

Write a job description of the driver license examiner. Select two specific, major tasks performed by the driver license examiner. Determine, on the basis of complexity-frequency-importance, the time which you think should be allotted for the training for each task if a total of one and one-half hours of training time is available for these two tasks.

SELF-EVALUATION

Below is a check sheet. You are to respond as a supervisor who is evaluating a driver license examiner training situation about which you have first-hand knowledge. (If you have not experienced a driver license examiner training program either as an examiner or a supervisor, refer to Basic Training for Driver License Examiner, U.S. Department of Transportation.) Can you relate the following questions to the topics of this lesson?

A CHECK LIST FOR EVALUATING
DRIVER LICENSE EXAMINER TRAINING

(Correct answers are capitalized)

1. Obtaining information concerning the job for which the examiner is being trained.

   a. Is a procedure for obtaining information about the examiners job applied systematically and consistently? YES no

   b. Does the procedure collect performance information for meaningful units of activity? YES no

   c. Is performance information used systematically and consistently to identify critical instructional needs? YES no

   d. Does the procedure identify performance actions, conditions, and standards relevant to the work or life situation? YES no

2. Identifying specific training objectives.

   a. Are detailed analyses made of tasks to be taught as a basis for identifying knowledges and skills required for task performance? YES no

b. Are all skills and knowledges required for task performance identified? YES no

c. Do training objectives state precisely the performance actions, conditions and standards? YES no

d. Do specific training objectives use vague terms, such as know, understand, appreciate, familiarize, general knowledge, working knowledge, qualified? yes NO

3. Establishing the sequence of instruction.

a. Is there an effective orientation of the examiner to the entire job to be learned? YES no

b. Are there blocks of skills and knowledge taught in isolation from their use in job tasks? yes NO

c. Are new skills and knowledges taught only when required in order to master a new task? YES no

d. Is the learning of new knowledge followed immediately by practical exercises? YES no

4. Designing situations for the practice of performance.

a. Are practice situations based on an analysis of the task to be learned? YES no

b. Has any part of the task been omitted from practice? yes NO

c. Have training aids been evaluated in terms of developing student proficiency? YES no

d. Do examiner trainees receive frequent and immediate knowledge of the effectiveness of their practice? YES no

5. Designing situations for the practice of knowledge.

   a. Is the knowledge to be practiced clearly related to an actual examiner job task? YES no

   b. Has a practice session been planned for? YES no

   c. Have appropriate practice materials (workbooks, self-instructional programs, charts, etc.) been designed? YES no

   d. Do trainees receive frequent and immediate knowledge of the effectiveness of their practice? YES no

6. Preparing presentations to the student.

   a. Has the content of the presentation been tested on students to determine, by means of achievement tests, whether it communicates to the students? YES no

   b. Is the content of the presentation meaningful to the student? YES no

   c. Are there lengthy periods of presentation uninterrupted by practice? yes NO

   d. Have texts been examined to be sure that they are within the reading capability of the student? YES no

7. Control of the quality of the training.

   a. Are the tests direct translations of the training objectives? YES no

   b. Is emphasis given to performance tests? YES no

   c. Are test items changed to make them easier or harder to conform to an "ideal" distribution of grades? yes NO

   d. Do the departments make changes in training procedures suggested by the results of student testing? YES no

UNIT 4. AGENCY PROGRAM DEVELOPMENT

4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS

---In an effort to help drivers recognize and react to signs more quickly, certain sign changes have been suggested by the U.S. Department of Transportation. The new signs will be communicated with more symbols and less words, since research has shown that people react to symbols more quickly than to words. The signs will be color-coded to aid in recognition, and shape will also help identify them.

Supervisors, what does the above situation do for the driver license examinations developed so carefully over a period of several years? Whose problem is this?

LESSON OBJECTIVES - The trainee will be able to:

-- *Explain the kinds of information tested by driver license examinations.*

-- *Describe three kinds of examinations used in driver licensing examining.*

-- *Illustrate two cases when special considerations may be given to an applicant's driver license examinations.*

-- *Describe the efficacy of developing new as compared to revising existing examinations.*

DO YOU UNDERSTAND THE FOLLOWING TERMS IN THE CONTEXT OF DRIVER LICENSING?

1. Performance tests
2. Special examinations

SUMMARY OF LESSON CONTENT (There are four topics in this lesson)

4.2.1 Information Tested

Driver license examinations are designed to test knowledge of driving laws and performance behind the wheel.

4.2.2 Examination Kinds

The various kinds of driver licensing examinations are considered.

4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS

4.2.3 Special Examination Considerations

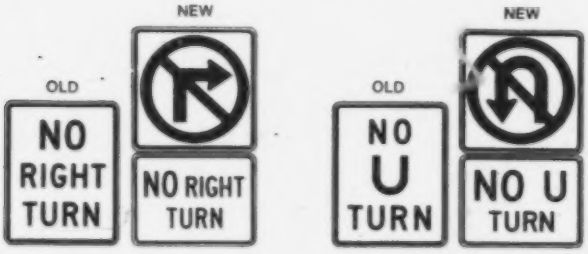
All kinds of people can drive; some have special handicaps which do not affect their driving under proper conditions, but these handicaps are a disadvantage under standard testing procedures. Special consideration is given the handicapped (physical handicap, language barrier, etc.).

4.2.4 To Revise or Develop Examinations

Revision of examinations is necessary from time to time. The procedures and personnel involved in revision are discussed.

ACTIVITY

You, a supervisor, have just received a memo from your superior stating that the following new signs would replace the indicated old signs on highways in your state during the next two years. Briefly outline the supervisory action you will need to take in driver license examination revision.



SELF-EVALUATION

1. Several accidents occur at one intersection of the driver test route often used at your local agency. What steps do you, as a supervisor, take?

4.2 DEVELOPMENT AND REVISION OF DRIVER LICENSE EXAMINATIONS

2. You have been appointed supervisor of a local agency which is located in a typical small city with no ethnic groups originating from foreign countries. An industrial plant is being built which will employ several people from Arcadozland on a full-time basis as truck drivers.

   Instructions: Outline each action that you would take to provide driver licensing services for these truck drivers who will soon arrive to work for the industrial plant. If learning from the previous lessons are put to use here, you will need to consider the public image of the local agency, staff capabilities and staff morale in program planning, perhaps some in-service training, and examination revisions.

3. What are the authoritative sources for each of the actions taken in questions 1 and 2 above?

UNIT 5. TRAINING PROGRAM TERMINATION

5.1 SUMMARY OF PROGRAM

5.2 COURSE FINALE

There is no point in presenting an overview of these lessons. Space is provided in this part of the study guide for you to take pertinent notes. It is hoped that this Trainee Study Guide has been helpful during the presentation of the course and that it will be a useful reference back on the job.

Part II

GENERAL COURSE MATERIALS

115 thru 120

Section A - EVALUATION

Only through some program of evaluation can you and your instructor determine to what degree your abilities have been developed and objectives met.

The evaluation of your achievement in this program will be based primarily on responses to problems in practical situations you might encounter in day-to-day operations of a licensing agency.

Structured within most lessons of this training program are activity sessions designed to allow practice of those knowledges and skills discussed and demonstrated in the lesson. During these activity sessions, the program instructor will make constant evaluations of your performance and help you overcome any difficulties encountered.

Self-evaluations are included in this Trainee Study Guide to help you identify the degree you have mastered subject content materials. To be most effective, these evaluations should be used when you think you have completed study necessary for understanding. If you are unsuccessful in some parts of an evaluation, review that material by reading your notes and reference materials.

Evaluative tests in this training program are an integral part of the learning experience. Do not look upon these evaluations in a negative way. They are meant to be a positive factor contributing to your effectiveness when you return to real situations confronting you on the job.

SPECIFIC AREAS OF EVALUATION

Skills You must demonstrate proficiency in all manual skills practiced in each lesson. Individual differences determine the amount of time necessary in practice sessions.

In addition, of course, you must have a sufficient grasp of knowledge requirements to perform required skills. Your grasp of these knowledges will be accomplished by written tests, recitations, and classroom discussions.

You will be given additional time to practice various skills if they are difficult for you.

Concepts and Generalizations You will be expected to demonstrate your understanding of how concepts and generalizations learned in the units of instruction can be applied to realistic job situations. Written evaluations may be made of your understanding of certain concepts and generalizations.

Human Relation Skills You will be expected to demonstrate that you are prepared to think of people in human terms so that you may work more effectively with the staff in a license examining agency. There are no simple, cookbook formulas for working with people, therefore standards of performance in human relation skills are defined in dynamic or action-oriented terms which may be more subjective than the other standards discussed above.

Personal Involvement You are expected to display and demonstrate conscientious interest and participation in the training program.

The demonstration of the behavior expected of a professional driver license examiner supervisor includes the practice of good personal hygiene, good grooming, acceptable dress, and regular and prompt attendance at each scheduled training program session. Special makeup sessions may be scheduled for extra instruction or practice. Those who do not meet the standards of personal involvement will have the opportunity of counseling during the training program to help them achieve acceptable standards.

Section B - STUDY SYSTEM

Whether you realize it or not, you have some kind of study system which you probably developed when you were in school. At the time it may have seemed adequate and, perhaps, it may still be.

However, it is to your advantage to explore other systems because what worked then may not work now. One system of study which has proven effective for people in training programs similar to this is the SQ3R system.

To apply this system of study you:

1. Survey the material you are going to study to get an overview.
2. Question what you should look for in the material. You may want to write down these questions.
3. Read the materials to obtain answers to your previously identified questions, taking notes or outlining.
4. Recite at the end of each topic, in your own words, the major points of each topic in the lesson.
5. Review the material and your notes when your study assignment is completed.

This is the SQ3R system, and it will get results. Place a card at your study area with the five steps on it.

Section C - REFERENCE MATERIALS

UNIT 1. ORIENTATION

Agency organization manual

Compilation of Agency Rules and Regulations

Driver License Examiner's Manual

Driver License Examiner Supervisor's Manual

Related directives for supervision of driver licensing personnel

State code

State driver manual

State vehicle code

Trainee Study Guide

U. S. Department of the Air Force, Principles and Techniques of Instruction AF Manual 50-9. Washington, D.C.: Air Training Command, 1967.

UNIT 2. COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

Compilation of Agency Rules and Regulations

Driver license agency personnel policy booklet

Driver License Examiner Supervisor's Manual

State employee fringe benefit booklet

Bishop, Maxine H. Dynamic Supervision, Problems and Opportunities. New York: American Management Association, Inc., 1969. pp. 85-103.

McFarland, Dalton E. Management Principles and Practices. New York, The MacMillan Company, 1970. pp. 283-303.

Newman, W. H. Administrative Action: The Technique of Organization and Management. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1951. p. 166.

Paul, Grace A Short Course in Skilled Supervision. Chicago, The Dartnell Corporation, 1966. pp. 27-36, and 83-90.

Pigors, Paul; and Myers, Charles A. Personnel Administration - A Point of View and A Method. New York, McGraw-Hill Book Company, 1965. pp. 5-24.

UNIT 3. LEADERSHIP SKILLS

Telephone etiquette films from the local telephone company

American Association of Motor Vehicle Administrators Testing Drivers: A Manual for Driver Licensd Administrators and Examiners. Washington, D.C.: American Association of Motor Vehicle Administrators, 1967. pp. 30-31.

Carvell, Fred J. Human Relations in Business. New York: The MacMillan Company, 1970.

Davis, K. Human Relations at Work. 3rd Edition, New York: McGraw-Hill Book Company, 1967.

Ecker, Paul; MacRae, John; Ouellette, Vernon; and Telford, Charles Handbook for Supervisors. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959. pp. 150-173.

McFarland, Dalton E. Management Principles and Practices. New York, The MacMillan Company, 1970. pp. 75-132, and 570-597.

Morris, Jud The Art of Motivating. Boston, The Industrial Education Institute, 1968.

Nichols, Ralph G. "Listening is a Ten-Part Skill," Nation's Business. July, 1957.

Paul, Grace A Short Course in Skilled Supervision. Chicago, The Dartnell Corporation, 1966. pp. 65-82, 155-170, and 203-208.

Pigors, Paul; and Myers, Charles A. Personnel Administration - A Point of View and A Method. New York, McGraw-Hill Book Company, 1965. pp. 82-85 ff., and 102-125.

Redding, W. Charles and Sanborn, George A. Business and Industrial Communication: A Source Book. New York, Harper and Row, 1966. pp. 441-498.

Schein, Edgar G. Organizational Psychology. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1965. pp. 47-65.

Simon, Herbert A. Administrative Behavior. New York: Free Press, Inc., 1967.

Thompson, James D. Organization in Action. New York: McGraw-Hill Book Company, 1965.

U. S. Department of Agriculture, Graduate School Success Oriented Supervision. Washington, D.C.: Graduate School, U.S. Department of Agriculture, 1971. Parts 3,4, and 6.

UNIT 4. AGENCY PROGRAM DEVELOPMENT

Baker, J. Stannard and Carmichael, Glenn V. Giving and Scoring Driver Road Tests. Evanston, Illinois, Northwestern Traffic Institute.

Kidd, J. R. How Adults Learn. New York, Association Press, 1959.

Klevins, Chester, Editor Materials and Methods in Adult Education.

Neyhart, Amos E. Road Test Check Lists. Washington, D.C., American Automobile Association, 1955.

U.S. Department of Health, Education, and Welfare, Office of Education, Manpower Development and Training Programs The Preparation of Occupational Instructors. Washington, D.C., Government Printing Office, 1966.

U.S. Department of Transportation, National Highway Traffic Safety Administration Basic Training Program for Driver License Examiner Instructor's Lesson Plans. Washington, D.C., Government Printing Office, August, 1971.

UNIT 5. TRAINING PROGRAM TERMINATION

Driver License Examiner Supervisor's Manual

GENERAL REFERENCES

AAMVA Newsletter, published bi-monthly by the American Association of Motor Vehicle Administrators, Suite 500, 1828 L Street, N.W., Washington, D.C. 20036.

Section D - DEFINITION OF TERMS

(In the Context Of the Local Driver License Examining Agency)

UNIT 1 ORIENTATION

Authoritative

Clerk

Court Appearances

Examiner

Executive

Laws

Legislative Testimony

Middle Manager

Public Service

Regulations

Retirement Counseling

Rules

Standard Operating Procedures

Supervisor

UNIT 2 COORDINATING STANDARD OPERATING PROCEDURES AND POLICIES

Benefits

Code of Ethics

Forecasting

Fraud

UNIT 2 (cont'd)

Image

Investigation

Leadership Style

Legislative Hearing

Liason

Management Pattern

Organization Management

Participatory Management

Road-eos

School Curriculum Development

Security

Values

Vendors

UNIT 3 LEADERSHIP SKILLS

Body Language Idioms

Format

Non-Verbal Communication

People problems

Positive Image

Psychological Contract

Rational-Economic Man

Self-Actualizing Man

Social Man

UNIT 4 AGENCY PROGRAM DEVELOPMENT

Complexity-Frequency-Importance Scale

Cooperative Training

Follow-Up

In-Service Training

Job Description

Learning Modules

On-The-Job-Training

Performance Tests

Special Examination

Task

Section E - JOB DESCRIPTION FOR A DRIVER LICENSE EXAMINER SUPERVISOR

A Driver License Examiner Supervisor supervises and coordinates activities of driver license examiners and clerical personnel engaged in driver license examining; studies production schedules and estimates working time required for completion of job assignments; interprets agency policies to examiners and clerical personnel and enforces agency regulations; interprets state statutes, agency regulations, and job orders to examiner and clerical personnel; assigns duties and establishes or adjusts work procedures to meet production schedules, using knowledge, skill, and capacities of personnel; recommends to administrative superiors measures to improve examining methods and suggests changes in working conditions and use of personnel to increase efficiency of the examining system; analyzes and resolves work problems or assists personnel in solving work problems; initiates or suggests plans to motivate personnel to achieve agency goals; recommends or initiates personnel actions, such as promotion, transfer, dismissal, and disciplinary measures and maintains unit records; estimates, requisitions, and delivers materials.

The Driver License Examiner Supervisor may train new examiner and clerical personnel; may confer with other supervisory and administrative personnel to coordinate activities of the agency; may confer with examiner and clerical personnel representatives to resolve grievances; and may set up offices, equipment, and vehicle testing routes.

Generally, a Driver License Examiner Supervisor is required to possess knowledge of the activities of examiner and clerical personnel.

In order that you may become more proficient in skills indicated in the job description above, a course of study, regarding this Trainee Study Guide, has been developed for Driver License Examiner Supervisors.

Section F - DIRECTORY

This page is to become a record of names, titles, addresses, and telephone numbers of driver license examiner agency staff, and state and Federal administrative personnel.

NAME	*TITLE*	*ADDRESS*	*TELEPHONE*
U.S. Dept. of Trans., Nat'l Highway Traffic Safety Admin.		400 7th St., S.W. Washington, D.C. 20590	
American Association of Motor Vehicle Administrators		1828 L St., N.W. Suite 500, Washington, D.C. 20036	(202)-296-1955